Anna Sheets

ELED 310

Week 2

Primary Source and Discipline Inquiry

Activity 1- The School Lunch Program and the Federal Government

Teaching and Learning must have a Purpose

The book explains that children must feel what they are learning serves a real purpose, which motivates study as well as aids in memory. Some believe that students, who can understand history is a way to deepen their understanding of themselves and others, as well as help and strengthen the future, benefit most from the lessons. This activity allows students to explore pictures of the great depression of people across the country including adults and children, as well as different urban and suburban areas showing the effects of the great depression.

Learning Means In-Depth Understanding

Students should be able to have a better understanding of the key concepts and how to apply these concepts. In this activity students can take a deeper look at the picture and answer helpful questions to analyze the pictures, their meaning, and how and why they deduced their answer. Also, how they can relate the area or individuals shown.

Instruction Must Build on Students’ Prior Knowledge

For the greatest instruction teachers must scaffold learning to build upon what students already know, fill-in any missing information, and provide the framework for future learning. This activity could be used as an introduction to the Great Depression for students to gain as much information on their own as possible. After an informal assessment and a classroom discussion the teacher can scaffold in missing information for students to create a more complete picture of the great depression.

People Learn Through Disciplined Inquiry

Inquiry is the process of asking meaningful questions, finding information, drawing conclusions, and reflecting on solutions. In this activity students’ use contextual clues in the pictures to develop questions about the great depression, it’s effect on children, adults, and different areas at that time, as well as other sources.

Constructive Assessment

Constructive Assessments should involve authentic historical activities, such as the pictures provided. Students will write about how they relate to at least 5 pictures within this activity.

Activity 2-Confronting Work Place Discrimination on the World War II Home Front

Teaching and Learning must have a Purpose

The purpose of this investigation directs content and encourages sense of agency, and support intellectual growth. Students will analyze primary sources and evaluate the degree to which they demonstrate Civil Rights advances following President Franklin Delano Roosevelt’s 1941 Executive Order providing equal opportunity.

Learning Means In-Depth Understanding

Using this activity students’ will use organizational skills and develop schemas that promote further understanding of the civil rights advancements. The scale allows students to work through a process of trial and error to work through the sequence of events.

Instruction Must Build on Students’ Prior Knowledge

To accurately be able to work through the scale of events students must have background knowledge of Roosevelt’s order. Students use this activity as a scaffolding tool to show deeper understanding of the order, make personal connections to the sources provided, and the meaning of historical events in relationship to civil history.

People Learn Through Disciplined Inquiry

Purposeful investigation takes place when there is an established goal, standard, and procedures of studies. This investigation allows students to recognize that their goal is to work through the primary sources to have a better understanding of the effect the order had on individuals and families involved in a movement towards civil rights.

Constructive Assessment

Students will formulate their own position on the effectiveness of the executive order and commission, and write out their reasoning and evidence for their formulated positions.